

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
Syllabus: SW 517: Section # 004
Diversity, Social and Economic Justice and Oppression

(2 Credit Hours)

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Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.utk.csw.edu).

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2008).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2227 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This course is a required Foundation course. The course critically assesses theory and research about sources, forms, and outcomes of oppression in the context of the cultural, ecological, developmental, and transactional theories, social work values and ethics, and a human rights perspective. The course integrates local to international information about our global, diverse, multicultural society with evidence-based knowledge and skills that address oppression, are culturally affirming, and promote social and economic justice and human dignity.

Course Rationale

Social work's traditions, values, and code of ethics provide the basis for the professional commitment to work with client systems (i.e., individuals, families, groups, communities, organizations) that experience the impact of oppression and social injustice, and the responsibility to challenge oppressive social systems. Social work students, therefore, must understand and critically analyze theory and research concerning the forms, mechanisms, and consequences of oppression, discrimination, and social injustice. Students require evidence-based knowledge and skills in preparation for culturally competent practice in work with multicultural client systems, organizations, agencies, and communities.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1-Communicate affirmation & respect for the diversity and strengths across and within various cultures/cultural backgrounds (i.e., race, ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age and religion) as detailed in the NASW Code of Ethics and the International Federation of Social Work Code of Ethics. (Values/ethics- F.1, 2; Diversity-F.1). (*content: broad definitions of culture and diversity; the dimensions, such as gender roles, family structure, social rules, that may vary within and across cultures/cultural backgrounds (e.g., race, ethnicity, gender, age, ablism, immigration status, sexual orientation, religion, social and economic class).*)

2-Articulate the influence of personal belief systems and values concerning diversity and culture/cultural background(s) on their own social work practice. (CT/EBP-F.2; Values/ethics-F. 1, F.2; Pops at-Risk & SJ-F.5; Diversity -F.2). (*content: social constructions of normality, values, and concepts; self-awareness and critical analysis of one's own culture, cultural identity(ies), beliefs, biases, values, privilege and status, and naiveties; personal epistemology).*)

3- Formulate a four-year plan to begin developing cultural competence in a commitment to life long professional learning and to utilizing critical analysis to engage the client as informant for culturally affirming evidence-based practice. (Diversity- F.2, F.5; CT/EBP- F.1, F.2, F.3; Values/ethics-F.2, F.4; Pops at-risk & SJ- F.2, F.5) (*content: critical analysis of research findings, and research; information technology skills for locating culturally specific knowledge for practice with multicultural populations (e.g., Afrocentric, feminist, Hispanic/Latino, Native American, Asian American,, religious, disability and/or GLBTQ); critical analysis of the ongoing influence of one's own values, lifestyle, class, culture on client/client system-practitioner work; social constructions of normality).*)

4-Explicate how culture/cultural background (e.g., race, class, gender, sexual orientation, religion, age, ethnicity, and disability and/or immigration status) interact to influence the formation of identity, belief systems, worldview, values, and feelings of clients/client systems, practitioners, group membership, and access to resources, social & economic justice. (Diversity-F.2, F.3; Pops at-risk & SJ-F.5, F.6; Practice-F.8). (*content: historical experiences of diverse cultures and how these shape world views, belief systems, values, expectations and feelings of clients and client systems; heterogeneity and homogeneity within and across cultures/cultural backgrounds; the role of socio-economic class in the interaction of culture/cultural background and the development of identity, beliefs, worldviews, acculturation, assimilation,; the experience of multiple oppression {inter-sectionality}; the experience of biculturalism and liminality; promoting social and economic justice; strategies to combat discrimination and oppression).*)

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). (*content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on*

access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global inter-connectedness of oppression; cultural/national identity development, immigration/acculturation).

6-Identify culturally acceptable resources for clients/client systems that build upon the strengths, resources, and inherent support systems of clients/client systems' cultures/cultural backgrounds in order to advocate for basic human rights, including freedom, safety, privacy, adequate standard of living, health care and education. (Diversity- F.4, F.5; CT/EBP- F.3; Pops at risk F. 4.). *(content; information technology skills for locating culturally acceptable and culturally specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives that lead toward advocacy for basic human rights).*

REQUIRED BOOKS AND READINGS

Andersen, M.L., & Collins, P.H. (2010). *Race, Class, and Gender: An Anthology* (3rd Ed.). Belmont, CA: Wadsworth.

ORGANIZATION OF COURSE AND BLACKBOARD

This course will be taught entirely online. There will be NO SCHEDULED CLASS SESSIONS. Students will need to decide what grade they want to earn and will submit the required number of assignments in order to earn that grade. The section below entitled "Required Activities" describes what kinds of projects must be completed in order to earn each grade. This process is known as "contracting for a grade".

Please note: The assignments must be completed at an acceptable level in order to count toward the grade. Each assignment will, therefore, receive a satisfactory or unsatisfactory grade. Satisfactory completion of every assignment required for a specific grade will result in the student receiving that grade. Failure to complete an assignment or assignments satisfactorily will result in failure of the course. Students who submit an unsatisfactory assignment will have one opportunity to bring that assignment up to a satisfactory level.

Also please note: You MUST submit a written contract specifying which grade you wish to receive by September 9, 2009. Please do NOT post your desired grade on the discussion board. Please submit it directly to the instructor through the Grade Book or Drop Box in Blackboard. Once a student has submitted a contract grade that grade can be changed only under the most extreme circumstances. Any changes must be negotiated individually with the instructor.

With the exception of the required text all materials for this course are posted on Blackboard. This includes the **Weekly Worksheets** required for the weekly readings, as well as the materials and instructions for the projects required to earn a B or a B+.

ASSIGNMENTS AND GRADING

Required activities

Project 1- In order to earn a "B"- Students must successfully and satisfactorily: 1) read the

required text and any required readings identified in the syllabus each week. If there are additional readings they will be posted under “Course Materials” on the website. 2) Students must also complete and submit the **Weekly Worksheets** for each reading and post relevant comments for each reading on the Discussion Board. These worksheets and posts must be completed according to the schedule listed in the Course Outline below.

Project 2- In order to earn a “B+”- Students must successfully and satisfactorily: 1) complete all the activities identified in Project 1 (contract for a “B”) AND 2) complete two Brief Papers on some aspect of oppression as identified in the text or as negotiated with the instructor. Guidelines for the brief papers are included under “Course Materials” on the website.

Project 3- In order to earn an “A”- Students must successfully and satisfactorily: 1) complete all the activities described in Project 1 (contract for an B) AND 2) complete all the activities described in Project 2 (contract for a B+) AND 3) must prepare a PowerPoint presentation on one of the brief papers from Project 2. The PowerPoint must include all the information from the paper but must also include additional thought, information, and research. Guidelines for the PowerPoint are included under “Course Materials” on the website.

Assignment Criteria

Outcomes for each of the competencies are addressed through the Weekly Worksheets and are described for each Weekly Worksheet in the Course Outline below. The Worksheets will include a series of questions requiring students to read and respond to the text, as well as conduct Internet research on the chapter’s topic. Students will also be required to post comments and participate in discussions of this material on the Discussion Board. Outcomes for the Brief Papers and the PowerPoint presentation are included here.

Competencies for the Brief Papers:

The Brief Papers follow an outline that includes the first four competencies. By completing the Brief Papers students will have completed Competencies 1-4. These competencies include:

1-Communicate affirmation & respect for the diversity and strengths across and within various cultures/cultural backgrounds (i.e., race, ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age and religion) as detailed in the NASW Code of Ethics and the International Federation of Social Work Code of Ethics. (Values/ethics- F.1, 2; Diversity-F.1). (*content: broad definitions of culture and diversity; the dimensions, such as gender roles, family structure, social rules, that may vary within and across cultures/cultural backgrounds (e.g., race, ethnicity, gender, age, ablism, immigration status, sexual orientation, religion, social and economic class).*)

In the course of completing the Brief Papers students will answer a series of questions about their own experiences with and attitudes toward people from diverse populations and oppressed groups and will consider these experiences in the light of the Social Work Code of ethics. This will require careful reading of the text, internet research, and thoughtful responses to a series of

questions both in the paper and on the Discussion Board. It will also require a thorough and thoughtful review of the Social Work Code of Ethics.

2-Articulate the influence of personal belief systems and values concerning diversity and culture/cultural background(s) on their own social work practice. (CT/EBP-F.2; Values/ethics-F.1, F.2; Pops at-Risk & SJ-F.5; Diversity -F.2). (*content: social constructions of normality, values, and concepts; self-awareness and critical analysis of one's own culture, cultural identity(ies), beliefs, biases, values, privilege and status, and naiveties; personal epistemology*).

In the course of completing the brief papers students will complete a self-analysis based on the Majority Identity Development Model or the Minority Identity Development Model. This will serve as a basis for the development of their personal 4 year plan. The self-analysis will require thoughtful study of the applicable model, response to several questions about how it applies to them, internet and/or library research, and thoughtful conversation of the model on the Discussion Board.

3- Formulate a four-year plan to begin developing cultural competence in a commitment to life long professional learning and to utilizing critical analysis to engage the client as informant for culturally affirming evidence-based practice. (Diversity- F.2, F.5; CT/EBP- F.1, F.2, F.3; Values/ethics-F.2, F.4; Pops at-risk & SJ- F.2, F.5) (*content: critical analysis of research findings, and research; information technology skills for locating culturally specific knowledge for practice with multicultural populations (e.g., Afrocentric, feminist, Hispanic/Latino, Native American, Asian American,., religious, disability and/or GLBTQ); critical analysis of the ongoing influence of one's own values, lifestyle, class, culture on client/client system-practitioner work; social constructions of normality*).

In the course of completing the brief papers students will complete a plan for enhancing their own awareness of and sensitivity to diverse populations and oppressed groups. These plans will consider the life dimensions identified in the Majority Identity Development Model or the Minority Identity Development Model. This will require thoughtful responses to a series of questions, internet and/or library research, conversations with key persons at agencies, and thoughtful communication on the Discussion Board.

4-Explicate how culture/cultural background (e.g., race, class, gender, sexual orientation, religion, age, ethnicity, and disability and/or immigration status) interact to influence the formation of identity, belief systems, worldview, values, and feelings of clients/client systems, practitioners, group membership, and access to resources, social & economic justice. (Diversity-F.2, F.3; Pops at-risk & SJ-F.5, F.6; Practice-F.8). (*content: historical experiences of diverse cultures and how these shape world views, belief systems, values, expectations and feelings of clients and client systems; heterogeneity and homogeneity within and across cultures/cultural backgrounds; the role of socio-economic class in the interaction of culture/cultural background and the development of identity, beliefs, worldviews, acculturation, assimilation,; the experience of multiple oppression {inter-sectionality}; the experience of biculturalism and liminality; promoting social and economic justice; strategies to combat discrimination and oppression*).

In the course of completing the brief papers students will prepare their own description of the Matrix of Domination as described in Anderson and Collins and will apply that model to the population with which they work or hope to work. This will require thoughtful application of the

model form Anderson and Collins, internet research, conversations with persons from oppressed groups, and thoughtful participation on the Discussion Board.

Competencies for the PowerPoint:

The PowerPoint presentation includes and expands upon the materials used to develop one of the two brief papers. As a result the PowerPoint includes addresses competencies 1-6. The competencies include:

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). *(content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global inter-connectedness of oppression; cultural/national identity development, immigration/acculturation).*

The Power point will require library research, internet research, and thoughtful conversation with other students on the Discussion Board about issues of power and privilege in the areas listed in Competency 5. Students will then be required to articulate what they have learned as they prepare the Power Point.

6-Identify culturally acceptable resources for clients/client systems that build upon the strengths, resources, and inherent support systems of clients/client systems' cultures/cultural backgrounds in order to advocate for basic human rights, including freedom, safety, privacy, adequate standard of living, health care and education. (Diversity- F.4, F.5; CT/EBP- F.3; Pops at risk F. 4.). *(content; information technology skills for locating culturally acceptable and culturally specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives that lead toward advocacy for basic human rights).*

The Power point will require telephone calls to local agencies, conversations with leaders in the field of diversity, library research, internet research, and thoughtful conversation with other students on the Discussion Board to identify and describe these resources.

Grading Scale

Students will contract for grades. Individual assignments will be scored as “acceptable” or “unacceptable”. Acceptable assignments will be identified by a check mark appearing in the Grade Book section of Blackboard. If all assignments for the semester are completed at an acceptable level, the student will receive the grade for which she/he contracted.

Class policies

1. Students are expected to complete all assignments and submit them by the due date. Exceptions will be granted only in extraordinary circumstances in advance of the due date.
2. Incompletes will be given only according to the rules specified in the written policies of the most recent edition of Hilltopics.
3. All written assignments are due at midnight on the day specified in the course outline. Assignments received after that time will not be accepted unless prior approval is given.
4. Cheating and/or plagiarizing will not be tolerated. Any student caught cheating or plagiarizing will be subject to the disciplinary procedures outlined in their university's student policies.
5. University policy regarding religious holidays will be observed. Any student may request to be excused from class or rescheduling of an assignment to observe a religious day from his/her faith.

COURSE OUTLINE

The following assignments are due ON THE DAY listed below. Readings are listed for the following week.

Week 1- Wednesday, August 19- Course Overview

Assignments for all contract grades:

1. Read the syllabus and complete the "Scavenger Hunt" that leads you through the Blackboard website tour. Instructions for the Scavenger Hunt can be found on the Main page of the course website.
2. Post an introduction on the Discussion Board in Blackboard.
3. Ask questions about course assignments and expectations in the Questions about the Course forum in Blackboard.
4. Briefly meet with the instructor in a Virtual Classroom session after completing the Scavenger Hunt.
5. Read the "Required Readings" and complete **Weekly Worksheet 1** by the scheduled date of the next class.

Required readings for August 26, 2009:

Andersen and Collins, PP. 1-60

Outcomes:

1. Students will understand the assignments, expectations for the course, and use of the Blackboard site..

2. Students will read the required materials for Week 2 and will complete the first **Weekly Worksheet**. The **Weekly Worksheet** can be located on the Blackboard site under *Assignments*.

Week 2- August 26- Why Race, Class, and Gender Still Matter

Assignments due:

All students: **Weekly Worksheet 1** is to be submitted in the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Outcomes:

By completing the Weekly Worksheet and participating on the Discussion Boards students will address the following competencies:

1-Communicate affirmation & respect for the diversity and strengths across and within various cultures/cultural backgrounds (i.e., race, ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age and religion) as detailed in the NASW Code of Ethics and the International Federation of Social Work Code of Ethics. (Values/ethics- F.1, 2; Diversity-F.1). (*content: broad definitions of culture and diversity; the dimensions, such as gender roles, family structure, social rules, that may vary within and across cultures/cultural backgrounds (e.g., race, ethnicity, gender, age, ablism, immigration status, sexual orientation, religion, social and economic class).*)

2-Articulate the influence of personal belief systems and values concerning diversity and culture/cultural background(s) on their own social work practice. (CT/EBP-F.2; Values/ethics-F. 1, F.2; Pops at-Risk & SJ-F.5; Diversity -F.2). (*content: social constructions of normality, values, and concepts; self-awareness and critical analysis of one's own culture, cultural identity(ies), beliefs, biases, values, privilege and status, and naiveties; personal epistemology).*)

Required readings for next week:

All contract grades:

Read Andersen and Collins, pp. 61-114, then complete and submit **Weekly Worksheet 2**.

Week 3- September 2- Race and Racism

Assignments due:

All students: **Weekly Worksheet 2** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

A written statement of the grade for which each student wishes to contract must be submitted to the Digital Dropbox.

Outcomes:

Upon completing the readings, Weekly Worksheet 2, and participating on the Discussion Board students will have addressed the following competencies:

3- Formulate a four-year plan to begin developing cultural competence in a commitment to life long professional learning and to utilizing critical analysis to engage the client as informant for culturally affirming evidence-based practice. (Diversity- F.2, F.5; CT/EBP- F.1, F.2, F.3; Values/ethics-F.2, F.4; Pops at-risk & SJ- F.2, F.5)

(content: critical analysis of research findings, and research; information technology skills for locating culturally specific knowledge for practice with multicultural populations (e.g., Afrocentric, feminist, Hispanic/Latino, Native American, Asian American, religious, disability and/or GLBTQ); critical analysis of the ongoing influence of one's own values, lifestyle, class, culture on client/client system-practitioner work; social constructions of normality).

4-Explicate how culture/cultural background (e.g., race, class, gender, sexual orientation, religion, age, ethnicity, and disability and/or immigration status) interact to influence the formation of identity, belief systems, worldview, values, and feelings of clients/client systems, practitioners, group membership, and access to resources, social & economic justice. (Diversity-F.2, F.3; Pops at-risk & SJ-F.5, F.6; Practice-F.8). *(content: historical experiences of diverse cultures and how these shape world views, belief systems, values, expectations and feelings of clients and client systems; heterogeneity and homogeneity within and across cultures/cultural backgrounds; the role of socio-economic class in the interaction of culture/cultural background and the development of identity, beliefs, worldviews, acculturation, assimilation,; the experience of multiple oppression {inter-sectionality}; the experience of biculturalism and liminality; promoting social and economic justice; strategies to combat discrimination and oppression).*

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). *(content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global inter-connectedness of oppression; cultural/national identity development, immigration/acculturation).*

Required readings for next week:

Andersen and Collins, pp. 115-152

Week 4- September 9-Class and Inequality

Assignments due:

All students: **Weekly Worksheet 3** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Outcomes:

Upon completing the readings, Weekly Worksheet 3, and participating on the Discussion Board, students will have addressed the following competencies.

3- Formulate a four-year plan to begin developing cultural competence in a commitment to life long professional learning and to utilizing critical analysis to engage the client as informant for culturally affirming evidence-based practice. (Diversity- F.2, F.5; CT/EBP- F.1, F.2, F.3; Values/ethics-F.2, F.4; Pops at-risk & SJ- F.2, F.5)

(content: critical analysis of research findings, and research; information technology skills for locating culturally specific knowledge for practice with multicultural populations (e.g., Afrocentric, feminist, Hispanic/Latino, Native American, Asian American,, religious, disability and/or GLBTQ); critical analysis of the ongoing influence of one's own values, lifestyle, class, culture on client/client system-practitioner work; social constructions of normality).

4-Explicate how culture/cultural background (e.g., race, class, gender, sexual orientation, religion, age, ethnicity, and disability and/or immigration status) interact to influence the formation of identity, belief systems, worldview, values, and feelings of clients/client systems, practitioners, group membership, and access to resources, social & economic justice. (Diversity-F.2, F.3; Pops at-risk & SJ-F.5, F.6; Practice-F.8). *(content: historical experiences of diverse cultures and how these shape world views, belief systems, values, expectations and feelings of clients and client systems; heterogeneity and homogeneity within and across cultures/cultural backgrounds; the role of socio-economic class in the interaction of culture/cultural background and the development of identity, beliefs, worldviews, acculturation, assimilation,; the experience of multiple oppression {inter-sectionality}; the experience of biculturalism and liminality; promoting social and economic justice; strategies to combat discrimination and oppression).*

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). *(content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in*

oppression, oppressive social systems and structures; the local, national, and global interconnectedness of oppression; cultural/national identity development, immigration/acclulturation).

Required readings for next week:

Andersen and Collins, 153-192.

Week 5- September 23- Gender and Sexism

Assignments due:

*All students: **Weekly Worksheet 4** must be submitted to the Digital Dropbox.*

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Outcomes:

Upon completing the readings, the Weekly Worksheet, and participating on the Discussion Board students will have addressed the following competencies::

3- Formulate a four-year plan to begin developing cultural competence in a commitment to life long professional learning and to utilizing critical analysis to engage the client as informant for culturally affirming evidence-based practice. (Diversity- F.2, F.5; CT/EBP- F.1, F.2, F.3; Values/ethics-F.2, F.4; Pops at-risk & SJ- F.2, F.5)

(content: critical analysis of research findings, and research; information technology skills for locating culturally specific knowledge for practice with multicultural populations (e.g., Afrocentric, feminist, Hispanic/Latino, Native American, Asian American., religious, disability and/or GLBTQ); critical analysis of the ongoing influence of one's own values, lifestyle, class, culture on client/client system-practitioner work; social constructions of normality).

4-Explicate how culture/cultural background (e.g., race, class, gender, sexual orientation, religion, age, ethnicity, and disability and/or immigration status) interact to influence the formation of identity, belief systems, worldview, values, and feelings of clients/client systems, practitioners, group membership, and access to resources, social & economic justice. (Diversity- F.2, F.3; Pops at-risk & SJ-F.5, F.6; Practice-F.8). *(content: historical experiences of diverse cultures and how these shape world views, belief systems, values, expectations and feelings of clients and client systems; heterogeneity and homogeneity within and across cultures/cultural backgrounds; the role of socio-economic class in the interaction of culture/cultural background and the development of identity, beliefs, worldviews, acculturation, assimilation,; the experience of multiple oppression {inter-sectionality}; the experience of biculturalism and liminality; promoting social and economic justice; strategies to combat discrimination and oppression).*

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally,

across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). *(content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global inter-connectedness of oppression; cultural/national identity development, immigration/acculturation).*

Required readings for next class:

Andersen and Collins, pp. 193-234

Week 6- September 30- Ethnicity and Nationality

Assignments due:

All students: **Weekly Worksheet 5** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Outcomes:

Upon completing the readings, the Weekly Worksheet, and participation in the Discussion Board, students will have addressed the following competencies:

3- Formulate a four-year plan to begin developing cultural competence in a commitment to life long professional learning and to utilizing critical analysis to engage the client as informant for culturally affirming evidence-based practice. (Diversity- F.2, F.5; CT/EBP- F.1, F.2, F.3; Values/ethics-F.2, F.4; Pops at-risk & SJ- F.2, F.5)

(content: critical analysis of research findings, and research; information technology skills for locating culturally specific knowledge for practice with multicultural populations (e.g., Afrocentric, feminist, Hispanic/Latino, Native American, Asian American,, religious, disability and/or GLBTQ); critical analysis of the ongoing influence of one's own values, lifestyle, class, culture on client/client system-practitioner work; social constructions of normality).

4-Explicate how culture/cultural background (e.g., race, class, gender, sexual orientation, religion, age, ethnicity, and disability and/or immigration status) interact to influence the formation of identity, belief systems, worldview, values, and feelings of clients/client systems, practitioners, group membership, and access to resources, social & economic justice. (Diversity-F.2, F.3; Pops at-risk & SJ-F.5, F.6; Practice-F.8). *(content: historical experiences of diverse cultures and how these shape world views, belief systems, values, expectations and feelings of clients and client systems; heterogeneity and homogeneity within and across cultures/cultural*

backgrounds; the role of socio-economic class in the interaction of culture/cultural background and the development of identity, beliefs, worldviews, acculturation, assimilation,; the experience of multiple oppression {inter-sectionality}; the experience of biculturalism and liminality; promoting social and economic justice; strategies to combat discrimination and oppression).

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). *(content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global inter-connectedness of oppression; cultural/national identity development, immigration/acculturation).*

Required readings for next week:

None

Week 7- October 7- Text Chat in Blackboard

The instructor will be available in Blackboard online chat room to assist students with projects, discuss concepts, etc.

Required readings for next week:

Anderson and Collins, pp. 235-268

Week 8- October 7- Sexuality and Heterosexism

Assignments due:

All students: **Weekly Worksheet 6** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Outcomes:

Upon completing the readings, Weekly Worksheet, and participation on the Discussion Board students will have addressed the following competencies:

3- Formulate a four-year plan to begin developing cultural competence in a commitment to life long professional learning and to utilizing critical analysis to engage the client as informant for culturally affirming evidence-based practice. (Diversity- F.2, F.5; CT/EBP- F.1, F.2, F.3; Values/ethics-F.2, F.4; Pops at-risk & SJ- F.2, F.5)

(content: critical analysis of research findings, and research; information technology skills for locating culturally specific knowledge for practice with multicultural populations (e.g., Afrocentric, feminist, Hispanic/Latino, Native American, Asian American,, religious, disability and/or GLBTQ); critical analysis of the ongoing influence of one's own values, lifestyle, class, culture on client/client system-practitioner work; social constructions of normality).

4-Explicate how culture/cultural background (e.g., race, class, gender, sexual orientation, religion, age, ethnicity, and disability and/or immigration status) interact to influence the formation of identity, belief systems, worldview, values, and feelings of clients/client systems, practitioners, group membership, and access to resources, social & economic justice. (Diversity-F.2, F.3; Pops at-risk & SJ-F.5, F.6; Practice-F.8). *(content: historical experiences of diverse cultures and how these shape world views, belief systems, values, expectations and feelings of clients and client systems; heterogeneity and homogeneity within and across cultures/cultural backgrounds; the role of socio-economic class in the interaction of culture/cultural background and the development of identity, beliefs, worldviews, acculturation, assimilation,; the experience of multiple oppression {inter-sectionality}; the experience of biculturalism and liminality; promoting social and economic justice; strategies to combat discrimination and oppression).*

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). *(content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global inter-connectedness of oppression; cultural/national identity development, immigration/acculturation).*

Readings for next week:

Andersen and Collins, 269-316.

Week 9- October 14- Work and Economic Transformation

Assignments due:

All students: **Weekly Worksheet 7** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Outcomes:

Upon completing the readings, Weekly Worksheets, and participation on the Discussion Board students will have addressed the following competencies:

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). *(content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global inter-connectedness of oppression; cultural/national identity development, immigration/acculturation).*

6-Identify culturally acceptable resources for clients/client systems that build upon the strengths, resources, and inherent support systems of clients/client systems' cultures/cultural backgrounds in order to advocate for basic human rights, including freedom, safety, privacy, adequate standard of living, health care and education. (Diversity- F.4, F.5; CT/EBP- F.3; Pops at risk F. 4.). *(content; information technology skills for locating culturally acceptable and culturally specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives that lead toward advocacy for basic human rights).*

Required readings for next week:

Andersen and Collins, pp. 317-359

Week 10- October 21- Families

Assignments due:

All students: **Weekly Worksheet 8** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Outcomes:

Upon completing the readings, Weekly Worksheets, and participation on the Discussion Board students will have addressed the following competencies:

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). *(content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global inter-connectedness of oppression; cultural/national identity development, immigration/acculturation).*

6-Identify culturally acceptable resources for clients/client systems that build upon the strengths, resources, and inherent support systems of clients/client systems' cultures/cultural backgrounds in order to advocate for basic human rights, including freedom, safety, privacy, adequate standard of living, health care and education. (Diversity- F.4, F.5; CT/EBP- F.3; Pops at risk F. 4.). *(content; information technology skills for locating culturally acceptable and culturally specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives that lead toward advocacy for basic human rights).*

Required readings for next week:

Andersen and Collins, pp. 360-406

Week 11- October 28- Media and Popular Culture

Assignments due:

All students: **Weekly Worksheet 9** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Outcomes:

Upon completing the readings, Weekly Worksheet, and participation on the Discussion Board students will have addressed the following competencies:

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). *(content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in*

oppression, oppressive social systems and structures; the local, national, and global interconnectedness of oppression; cultural/national identity development, immigration/acclulturation).

6-Identify culturally acceptable resources for clients/client systems that build upon the strengths, resources, and inherent support systems of clients/client systems' cultures/cultural backgrounds in order to advocate for basic human rights, including freedom, safety, privacy, adequate standard of living, health care and education. (Diversity- F.4, F.5; CT/EBP- F.3; Pops at risk F. 4.). *(content; information technology skills for locating culturally acceptable and culturally specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives that lead toward advocacy for basic human rights).*

Required readings for next week:

Andersen and Collins, pp. 407-462

Week 12- November 4- Education and Health

Assignments due:

All students: Weekly Worksheet 10 must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Outcomes:

Upon completing the readings, Weekly Worksheet, and participation on the Discussion Board students will have addressed the following competencies:

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). *(content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global interconnectedness of oppression; cultural/national identity development, immigration/acclulturation).*

6-Identify culturally acceptable resources for clients/client systems that build upon the strengths, resources, and inherent support systems of clients/client systems' cultures/cultural backgrounds in order to advocate for basic human rights, including freedom, safety, privacy, adequate

standard of living, health care and education. (Diversity- F.4, F.5; CT/EBP- F.3; Pops at risk F. 4.). *(content; information technology skills for locating culturally acceptable and culturally specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives that lead toward advocacy for basic human rights).*

Required readings for next week:

Andersen and Collins, 463-500

Week 13- November 11- State Policies, the State, and Violence

Assignments due:

All students: **Weekly Worksheet 11** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Outcomes:

Upon completing the readings, Weekly Worksheet, and participation on the Discussion Board, students will have addressed the following competencies:

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). *(content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global inter-connectedness of oppression; cultural/national identity development, immigration/acculturation).*

6-Identify culturally acceptable resources for clients/client systems that build upon the strengths, resources, and inherent support systems of clients/client systems' cultures/cultural backgrounds in order to advocate for basic human rights, including freedom, safety, privacy, adequate standard of living, health care and education. (Diversity- F.4, F.5; CT/EBP- F.3; Pops at risk F. 4.). *(content; information technology skills for locating culturally acceptable and culturally specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives that lead toward advocacy for basic human rights).*

Required readings for next week:

Andersen and Collins, 501-557

Week 14- November 18- Putting it All Together

Assignments due:

All students: **Weekly Worksheet 12** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Students who contracted for a B+: Brief Papers due.

Outcomes:

Upon completing the readings, Weekly Worksheet, and participation on the Discussion Board, students will have addressed the following competencies:

3- Formulate a four-year plan to begin developing cultural competence in a commitment to life long professional learning and to utilizing critical analysis to engage the client as informant for culturally affirming evidence-based practice. (Diversity- F.2, F.5; CT/EBP- F.1, F.2, F.3; Values/ethics-F.2, F.4; Pops at-risk & SJ- F.2, F.5)

(content: critical analysis of research findings, and research; information technology skills for locating culturally specific knowledge for practice with multicultural populations (e.g., Afrocentric, feminist, Hispanic/Latino, Native American, Asian American,, religious, disability and/or GLBTQ); critical analysis of the ongoing influence of one's own values, lifestyle, class, culture on client/client system-practitioner work; social constructions of normality).

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8).

(content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global inter-connectedness of oppression; cultural/national identity development, immigration/acculturation).

6-Identify culturally acceptable resources for clients/client systems that build upon the strengths, resources, and inherent support systems of clients/client systems' cultures/cultural backgrounds in order to advocate for basic human rights, including freedom, safety, privacy, adequate standard of living, health care and education. (Diversity- F.4, F.5; CT/EBP- F.3; Pops at risk F. 4.). *(content; information technology skills for locating culturally acceptable and culturally specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives that lead toward advocacy for basic human rights).*

Week 15- November 25- Thanksgiving break

Week 16- December 2- Grand Finale

Assignments due:

Students who contracted for B or B+: No assignments due.

Contract for A: PowerPoint Presentation due.